

The impact and effects of motivation and leadership on the athletes

Rodion Antoshchenko & Kalle Sireni



Author(s) Antoshchenko Rodion, Sireni Kalle	
Degree programme International Sales & Marketing	
Report/thesis title The impact and effects of motivation and leadership on the athletes	Number of pages and appendix pages 42 + 2
<p>In a world nowadays, sports take an important place in the everyday life and many people dedicate their lives and efforts in order to succeed as professional athletes. This research is discussing the crucial issue of motivation and leadership more precisely in Finnish football sphere.</p> <p>The basis for the theoretical framework was gathered from academic studies, academic journals, books and conducted researches. The empirical part of this thesis consists of the qualitative semi-structured interviews conducted with ex- and current football players.</p> <p>This work was also aimed at raising the awareness about the current level of football development in Finland. As the insights about this issue were also issued by the participants of the research. Furthermore, the thesis discusses issues in motivation and leadership which may be caused by the cultural differences.</p> <p>The results of this study reflect the connection between motivation and the age of the individual and the way the culture may affect the motivation too. It also describes workable leadership methods, for better and wider positive results on youngsters putting more effort on pursuing professional level.</p> <p>The findings can be used towards the improvement of the coaching system. The improvement may include using the motivational tools in a correct way as well as tailoring the leadership methods to the certain type of athletes.</p> <p>The primary aim of this thesis was to find the reasons, which may affect the players' motivation as well as discover what the most suitable leadership styles are. The research data was reviewed in accordance to theoretical aspects and empirical evidence. The outcomes of these studies will be provided to the organization, participating as a commissioner for future use.</p>	
Keywords Motivation, leadership, culture, sports.	

Table of contents

1	Introduction	1
2	Theoretical framework.....	4
2.1	What motivates people?.....	4
2.1.1	Being motivated through achieving	5
2.1.2	Mastering as a motivation tool.....	6
2.1.3	Motivation by fulfilling the needs.....	7
2.1.4	Growing yourself towards self-actualization.....	8
2.2	Ways of leading and being led	10
2.2.1	Leading towards performing beyond expectations.....	10
2.2.2	Is a leader born or made?	13
2.2.3	Leading with a personal approach.....	14
2.2.4	Impact of culture on leadership style	16
3	Empirical part	19
3.1	Methodology	19
3.2	The interviews.....	20
3.3	Findings about the motivation	21
3.4	Discovering the leadership data	25
3.5	The role of cultural backgrounds	32
4	Conclusion	36
4.1	Discussion	36
4.2	Learning reflections.....	37
4.3	Recommendations for the commissioner	38
	References	40
	Appendices.....	43
	Appendix 1. Interview template	43
	Appendix 2. Immigrant's different roles	44

1 Introduction

This work began with a question in our minds, about why there are so many surnames in the Finnish men's national football team, which do not sound profoundly Finnish. There the idea started to grow among us, if there were differences in motivation within various groups of people in Finland. Is it not just about differences in individuals, on how much they want to achieve the professional level in sports? Could we find a pattern that cultural backgrounds are connected to the motivational levels of individuals, in their sports careers?

We widened this idea to a more thorough process, relating motivational and leadership methods as tools to examine the coaching in Finnish youth teams, in the field of football. We made the topic a bit larger by bringing along questions also about the football status in Finland in general, and not just about the men's national football team. We wanted to dig deeper into the minds of young footballers in Finland, and also find comparisons to the first questions related in the cultural backgrounds. When do the youngsters playing football in Finland lose hope of achieving the professional level? Why do they give up on the attempts to achieve that level? Is it even possible to make yourself great in that profession here with the coaching and facilities we have?

Motivation has always been the mysterious phenomenon which has been used towards achieving any goal or result. It is especially crucial in the sports and the similar strategies are used in the everyday business life. This research will help anyone to realize and understand better the way motivation works and how it can be shaped with an appropriate leadership approach.

By conducting this research we also intend to stress the importance of motivation in the modern sports and the development that could be done in order to increase the number of high-quality motivated athletes in Finland. Moreover, the emerging topic of cultural differences and their impact is raised and discussed so that the conclusions and considerations can be made.

This research will include theoretical framework on various motivational theories, leadership theories and Hofstede's cultural framework. The theories on display have been chosen with the idea of using them within sports field and with a thought of diving into the ideas and thoughts of athletes.

After the theoretical framework we have created and arranged qualitative interviews, which are presented in the empirical part of this research. The interviews were conducted face-to-face and the structure of those interviews will be presented in this document. In the later parts you will find discussion on our findings and recommendations we have noted to the commissioner. The discussion is based on the discoveries of our interviews and gathered theoretical information.

Our main objectives include finding a way to motivate sportsmen in a certain group and finding out the importance of cultural differences. With these objectives we will be able to dig deeper into what stands behind sportsmen's results and performances. By researching this issue, we also contribute to the better understanding of coaching methods from the team's perspective.

There are always many discussions on what are the best ways of motivating sportsmen. However, not that many realize that it is also essential to include cultural differences into the considerations. Hence, one of our objectives is also to show the effects of coming from different ethnical backgrounds.

In regards to the commissioner of this research which is FC Futura it would be extremely useful and valuable to get acknowledged with this work. The reason for that is the possibility to see the way the coaching staff can act in order to bring up the motivated generation of athletes. In addition to that, finding out the right leadership approach depending on a person can also be another insight which can be taken from this research.

FC Futura is a football club based in Porvoo. The club has teams from different age groups and in addition to men's teams there are also women's teams. However, as well as many other Finnish teams Futura faces the issue when the players lose the interest or concentrate on other activities and leave the team so the team cannot develop. As mentioned above, this research can provide FC Futura with very useful insights.

For us it is an extremely interesting topic to research since sports especially football means a lot to us. Moreover, we are eager to study in depth the topic of leadership because becoming a good leader is the future goal for both of us. Therefore, this work can help us in better understanding the leadership as well as the motivation as an integral part of any development process.

The scope of the research includes the younger generation of sportsmen whose age is in between 16-21 years old. This has been chosen due to the reason that this age is the decisive age in terms of future perspectives and career path decisions. The target group of this research are the sports clubs specifically football clubs and the management of those who are in charge of making decisions regarding the growth strategy and coaching.

2 Theoretical framework

In the theoretical framework of this research we will discuss the main features and characteristics of the chosen motivational and leadership theories. The chosen theories are thought to be the most suitable and relevant within the picked field of activity which is sports.

The theories choice was made after researching the existing motivational and leadership theories which are relevant to nowadays. In addition, the chosen theories are universal in any sphere including sports and business.

We reviewed dozens of theories and studies in order to find the most suitable and up to date theories. It has also been researched that many of the sport organizations are using the similar frameworks in order to motivate and lead the individuals.

There has also been included a historical element in the choice of the theories so that it is possible to see and comprehend the dramatic evolution of the perception of the motivation and leadership.

2.1 What motivates people?

Motivation is the key element in any sort of activity that a human is doing, whether it is a normal office worker or a world class sportsman in all cases motivation is the one that drives people forward. Motivation is pushing a person towards making actions as well as being reluctant. That is why it is extremely important to understand the ways motivation works and how it can be shaped and aimed at the right direction.

Motivation is especially an essential part of the performance when it comes to the team activities. It is so because in order to achieve the greatest result possible the team should work as a one and be striving for the best result. However, it is impossible without having the right motivation level. Team members without motivation will always pull the rest of the team back. Hence, it is essential and relatively difficult task to raise the motivation levels to the maximum and make it work for the team benefits.

There is a great variety of motivational theories available and used in all kind of spheres. Some of the motivational theories get outdated throughout the time and we tried to pick

the most useful motivational theories for us. With the help of these theories we will be able to apply it to the gathered data from empirical research and get relevant results which can be interpreted using the discussed theories.

2.1.1 Being motivated through achieving

Achievement theory also known as goal orientation theory is very common in sports field. As the name states the key meaning of this theory is goal setting and the goals are essential giving an activity an actual purpose (Kaplan & Maehr, 2007; Maehr & Nicholls, 1980). Generally speaking, achievement goal theory makes the kinds of goals that direct achievement-related behaviours specific. This theory has been chosen due to many common links with the sports since it is based on setting and accomplishing goals.

The real question in this theory is not what the goals are but why a person is setting the particular goal (Urdan & Maehr, 1995). For example, why a football player would want to become the best goal scorer of the team? This theory may suggest two reasons. First reason is that the player wants to get himself a promotion to a higher level by showing good results. On the other hand, the player might just want to show to his teammates or friends that he is a better player.

Achievement goal theory states that there are two goal orientations: task and ego. Task orientation is a feeling of success which is motivated by demonstrating mastered skills via self-referenced performances and ego orientation is a feeling of success which is motivated by showing better performance compared with others. All of that is driven by the ability which is the heart of achievement goal theory. Moreover, there are two conceptions of ability that are involved in the theory.

First conception states that the extent of difficulty and level of individual's ability are judged in accordance with the person's knowledge or skills. In other words, if a person feels that he has a big knowledge, he will also feel more competent on a topic of the discussion. In this conception the more complicated the tasks are, the more the accomplishment shows higher abilities. Hence, more effort is resulting in more learning and when the effort is bigger the bigger ability is recognized.

The second conception implies that learning is not sufficient for understanding the idea of competence. Abilities of individual in this case are judged against the abilities of other individuals involved in the same normative group. Here the task difficult is determined from

how other perform in the same group and showing better abilities requires accomplishment on the tasks where the rest would fail (Nicholls, 1980).

Another implication of this theory involves approach and avoidance motivation. In approach motivation the behaviour is driven by the positive events resulted from the experience whereas in avoidance motivation it results from the negative experience of completed activity and the actions in the future will be based on avoiding those negative results. (Elliot, 1999)

Table 1. Achievement Goal Theory breakdown. (Maehr & Nicholls, 1980)

Achievement Goal Theory		
	Approach	Avoidance
Mastery	Focus on learning	Focus on avoiding misunderstanding
Performance	Focus on performing	Focus on avoiding negative judgements

Achievement goal theory smoothly takes us to Harter's competence motivation theory. Achievement goal theory focuses on creating goals and tasks, as Harter's competence motivation theory states that motivation of a person increases when managing a task. This grows the motivation to successfully managing more tasks from the same field.

2.1.2 Mastering as a motivation tool

Harter's competence motivation theory is another applicable to sports theory since it involves self-motivation by feeling confident and knowledgeable in a particular task. According to Klint and Weiss (1987), Harter's competence motivation theory describes persons' motivation to increase, when he or she masters a task. Klint and Weiss (1987) describe that in sports those individuals who feel competent and good in a specific task, continue to further develop themselves in that specific sport. Harter's competence motivation theory also brings out the fact, that all individuals have the need and motivation to feel competent in some areas of their lives and this way they start the first attempts to mastering a task, says Klint and Weiss. (1987, 56)

Brustad (1988, 308) further clarifies:

Specifically, a high level of perceived competence and feelings of internal control over outcomes in an achievement domain should increase the likelihood of positive affect. Furthermore, intrinsic motives, such as curiosity and the desire for challenge, will enhance the likelihood that positive affect will ensue.

According to Klint and Weiss (1987), Harter's competence motivation theory when regarding sports, creates a circular pattern of increasing motivation towards attempts to mastery. As a person successfully masters an attempt he or she gains positive affects as feeling competent. This leads to higher competence motivation and then in persistence for efforts towards excellence. This pattern will continue giving motivation to him or her, until an attempt is unsuccessful. According to Klint and Weiss (1987), an unsuccessful attempt in Harter's competence motivation theory leads to negative effects, lowered competence motivation and possibly even losing the motivation in total, to leave the sport.

Wider scope of Harter's competence theory is gained by looking more precisely into self-determination theory. Harter's competence motivation theory gives a very good view on competence regarding motivation factors, but self-determination theory puts more meat around that topic.

2.1.3 Motivation by fulfilling the needs

Self-Determination theory is another theory which can be applicable in our research and in sports in general. It is based on the assumption that people are pursuing goals and accomplishing them in order to satisfy their innate psychological needs. It also involves solving problems, mastering skills and social interaction.

SDT is based on three psychological needs which are: competence (Harter, 1978; White, 1963), autonomy (deCharms, 1968; Deci, 1975) and relatedness (Baumeister & Leary, 1995; Reis, 1994). Competence need implies controlling and dealing with the environment around us. Autonomy need includes being autonomous which according to Deci & Ryan means that a person has a free choice with respect to his interests or values when acting in different situations. Relatedness need concerns involvement of other people in our lives as well as inclusion in the relationships. According to SDT, the individuals' choice of activities or experiences will be made to satisfy these three needs.

As stated by Deci & Ryan in 2000 there are two types of motivation inside SDT framework which are intrinsic and extrinsic. When a person is intrinsically motivated it means that he

or she gets satisfaction from the performed activity. In other words, intrinsic motivation can be described as an involvement in activity which provides individual with pleasure. On the other hand, extrinsic motivation concerns doing an activity purely for instrumental argumentation (1985; Ryan & Deci, 2000, 2002). For example, it can be completing an activity in order to achieve a particular goal or to avoid a punishment.

In practice choosing the right type of motivation can make a huge difference on the output and results. Vallerand et al. (1989) reviewed that students who are driven by intrinsic motivation are more likely to have better mood and have bigger satisfaction from studies. Same parallels can be made in sports where the reviews by Vallerand and Fortier (1998) showed that self-determination regulation is more likely to contribute to positive results.

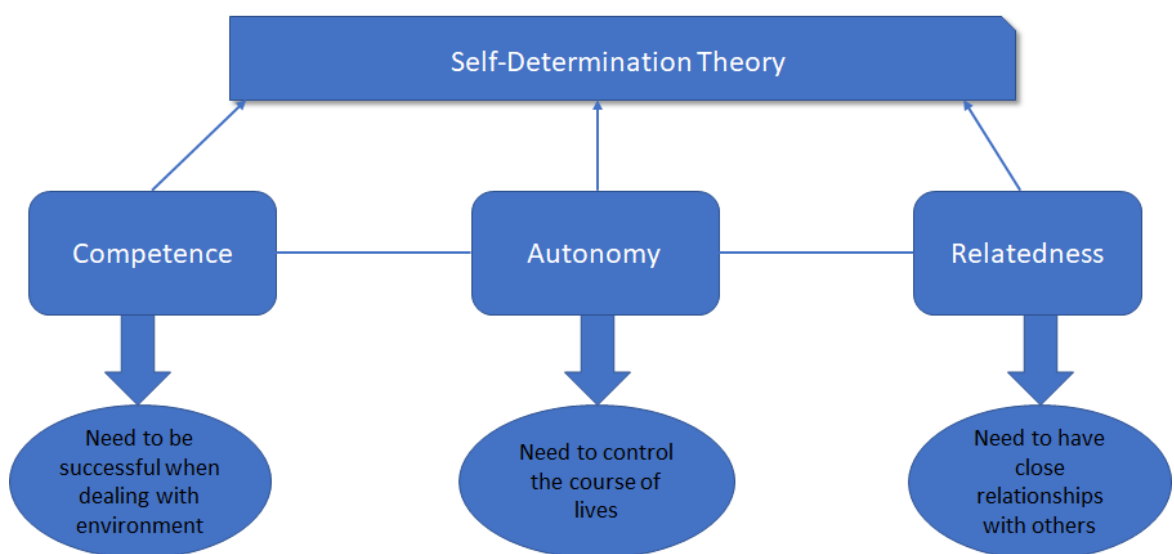


Figure 1. Self-Determination Theory structure. (Ryan & Deci, 1985)

After completing self-determination theory we decided to add one more motivational theory and Maslow's hierarchy of needs has a side we find extremely interesting for this research. Person's needs is a topic we want to cover in this research as well and Maslow's hierarchy of needs has great explanations for that.

2.1.4 Growing yourself towards self-actualization

In this research we will also use Maslow's Hierarchy of Needs, to mirror on which level our participants could be and on how this can affect their current motivation towards developing themselves. As Jonas (2016, 107-108) in "Making practical use of Maslow's Hierarchy

of Needs theory to motivate employees" explains, Maslow's Hierarchy of Needs constructs from five levels. Jonas (2016) showcases the levels are physiological, safety, belonging, esteem and self-actualization.

According to Hagerty (1999, 1) an individual seeks to fill his or her needs in a sequence, as Maslow's hierarchy of needs describes. Hagerty (1999) opens up more specifically the needs in all levels, in the order of which individuals feel the need to fulfil first. Physiological needs are such as air, water and sufficient nutrients to live. According to Hagerty (1999) "once these are nearing complete satisfaction, effort is allocated to the next level of hierarchy". Next is safety such as need to be safe from murder or chaos. The third is need of belongingness such as having family, friends and "having roots". The fourth is esteem which the individual has a need to have a certain status and confidence. The final need is self-actualization which the individual makes use of his or her maximum potential as a human being.

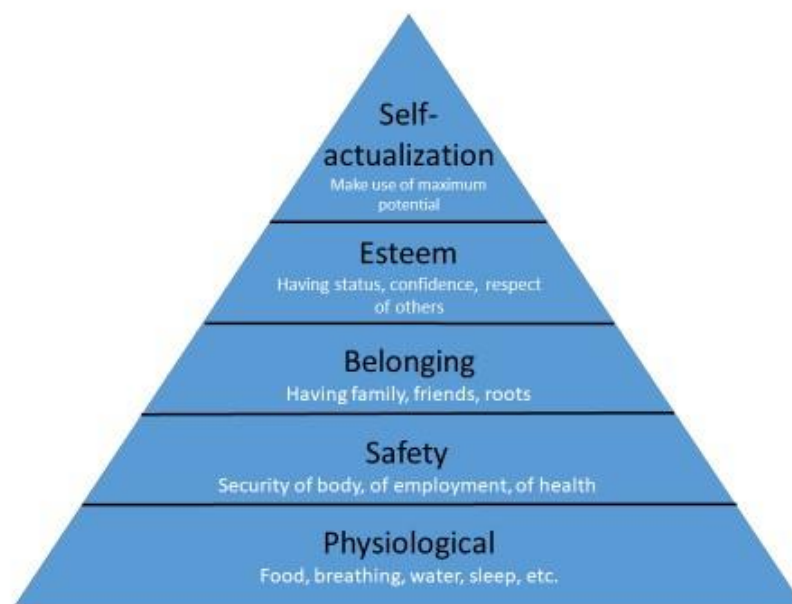


Figure 2. Maslow's Hierarchy of Needs pyramid. (Hagerty, 1999)

According to Ferreira (2017) the Harter's hierarchy of needs describes the basic human satisfaction as the main motivational source. Ferreira (2017) points out that according to Harter's hierarchy of needs, humans behaviours are driven by the needs of the current level and as soon as a level has been reached, it becomes a motivating factor to pursue the following level.

The four mentioned motivational theories cover the sports field for this research very thoroughly. Now we move to leadership theories to focus our attention in finding tools for assessing leaders of the team.

2.2 Ways of leading and being led

Leader is a crucial part of the hierarchy in a team. Leader may guide, teach, command or observe the group of followers. Being a leader is not always the same thing, it can variate. Different person is a different type of a leader, and so are the leadership theories he or she views useful.

A good leader is a title which some people would grant to certain leaders, but others would definitely not. There is no simple one answer to becoming a good leader, there are so many theories to grasp on for pursuing that status. The same principle is valid also in the world of sports, with coaches and managers.

Succeeding in the world of sports, on the highest possible levels, leaders always exist. There are clear leaders inside the teams, some have been given the status to be a leader and some have taken the role by their own actions. There are also clear leaders outside the units as managers and owners, which some take more role and some take less.

In this chapter we will look into the leadership theories we have seen as the most relevant for our research. From the wide ocean of different leadership theories, we chose the following, because they have the capabilities to be used in the world of sports. We have four theories and all of them are explained shortly, but thoroughly.

2.2.1 Leading towards performing beyond expectations

We chose transformational leadership as one of our leadership theories since it is one of the most common leadership styles nowadays as it combines many inspirational characteristics which are essential for the image of the modern leader.

According to Yammarino and Dubinsky (1994), transformational leader seeks to develop his or her followers to become leaders and being capable of outperforming the expectations.

Yammarino and Dubinsky (1994, 790-791) raise four dimensions as the key attributes of a transformational leader.

1. Charisma brings confidence to the leader as well as generating trust and respect between the leader and his or her followers.
2. Inspiration is a key attribute to interact the vision to followers. Leader with inspiration has the skills to increase optimism and enthusiasm within his or her followers.
3. Intellectual stimulation is a dimension which encourages the followers to think outside the box. The leader boosts his or her followers to seek new ways of approaching problems.
4. Individualized consideration is a leaders' dimension which creates personal contact with each of his or her followers. All followers have their own set of skills and knowledge, and the leader acknowledges them as important.

According to Yammarino and Dubinsky (1994), transformational leadership brushes aside the rewarding system and behaviour. Transformational leadership is willing to go for the long-term investments instead of gratifying the present demands of his or her followers.

Yammarino and Dubinsky (1994, 790) further clarifies the following:

Transformational leaders, in contrast, arouse heightened awareness and interests in the group or organization, increase confidence, and move followers gradually from concerns for existence to concerns for achievement and growth.

Transactional leadership is integral part of transformational leadership, which includes three dimensions. We chose to look deeper into these dimensions as well, because transactional leadership theory gives much wider knowledge also to transformational leadership theory's overall.

Judge and Piccolo (2004, 755) make a clear statement on transactional leadership compared to transformational leadership:

Transactional leaders, in contrast, focus on the proper exchange of resources. If transformational leadership results in followers identifying with the needs of the leader, the transactional leader gives followers something they want in exchange for something the leader wants.

According to Judge and Piccolo (2004), transactional leadership has three dimensions. First is contingent reward, which means that the leader has made clear goals to his or her followers, and rewards them if succeeded. The leader has set clear rules and guidelines

before setting the goals, therefore the leader has the ability to identify those followers who have met the expectations.

Second and third dimension are active and passive management by exception. According to Judge and Piccolo (2004) the major difference between these two is in the timing. Timing of when the leader decides to take action on the faced problems with his or her followers. Leader who tends to oversee the follower's actions and takes initiative before problems create severe complications, is the active version. The leaders who passively manage by exception will take action only after the problem has already occurred.



Figure 3. Transformational Leadership and Transactional Leadership defined. (Yammarino, Dubinsky, 1994)

Transformational and transactional leadership always aims at exceeding the performance beyond expectations, as Price and Weiss (2013) point out. According to Price and Weiss (2013), transformational and transactional leaderships are greatly usable for many domains, including sports. Within the world of sports transformational and transactional leaderships focus on attitudes and beliefs of the followers, and concentrate on shaping them, according to Price and Weiss (2013).

Transformational and transactional leaderships are strong starting points when listing leadership theories for sports. Next will be trait theory or also known as great man theory, which was the first leadership theory and has very good insights.

2.2.2 Is a leader born or made?

Trait theory also known as Great Man theory has a big use in many spheres of activity. This theory states that people are born with the certain leadership traits and those who have the qualities are more suitable for the leadership. According to Carlyle leadership is not something that can be improved or developed. We chose this theory as it is seen as one of the first created leadership theories and other theories got their roots from the trait theory.

Back in 19 century Thomas Carlyle used this approach to identify potentially skilful talents. Trait theory is based on the list of several characteristics which are common for strong personality and successful leader. Some of the most common characteristics state that the leader should be initiative, energetic, creative, charismatic, self-confident, honest and be possessed with good cognitive skills.

Even though this theory is considered to be out of date nowadays, it is still common to believe that person has innate psychological characteristics that can make him a great leader. Nowadays the use of this theory is quite different. Trait theory is being used to identify and assess leadership qualities in the potential leaders which will separate potential leaders from non-leaders and then train the ones who have the potential.

All in all, the Trait theory can be really judgemental based only on the overview of the traits that individual has, however the theory has become the base for other theories to develop and it contains some key principles regarding leadership. In recent times, some researchers have concentrated on a contingency concept of leadership which implies that people who have some particular traits might be more effective in some leadership situations and less effective in others.

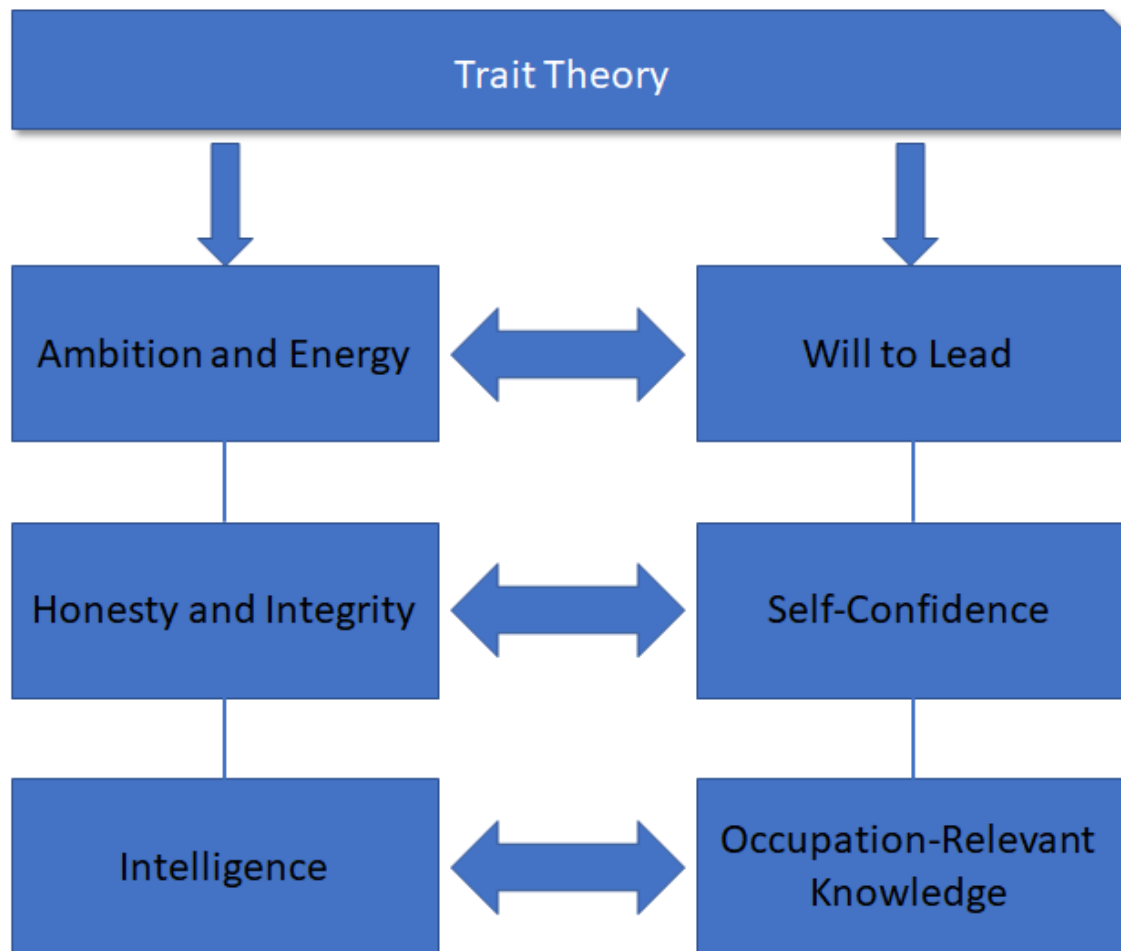


Figure 4. Trait Theory framework. (Carlyle, 19th century)

For studying the considerable sphere of leaderships used in sports we will add one more leadership theory to the basket. Authentic leadership will look leadership from the aspect of leading with much more open approach than the previous ones.

2.2.3 Leading with a personal approach

Authentic leadership was chosen by us due to its moral principles and since there are many leaders who are trying to connect with the followers on the moral level and lead the group being an inspirational leader.

Authentic leadership is defined by Luthans and Avolio (2003) as

"a process that draws from both positive psychological capacities and a highly developed organizational context, which results in both greater self-awareness and

self-regulated positive behaviours on the part of leaders and associates, fostering positive self-development" (p. 243)

Furthermore, Avolio & Gardner (2005), Luthans & Avolio (2003), and May et al. (2003) have explained that authentic leadership involves a positive moral perspective outlined by high ethical standards which leads decision making and behaviour. In other words, authentic leadership is based on the principle of authenticity which means acting on the basis of one's own thoughts, feelings and emotions (Harter, 2002, p. 382).

Authentic leadership is one of the newest theories that has appeared. However, it has a large background based on moral means. Authentic leaders are seen as the leaders with high moral principles who implement humane and ethical opinions as their own.



Figure 5. The Authentic Leader features. (Luthans & Avolio, 2003)

Authenticity will be most relevant in sport setting. Since all the confrontations or interactions are interpersonal, authentic leadership can be effective since the choice of the leader is influenced by the rest of the team and is driven by feelings or opinions. Hence, the person with positive intentions who will be seen in a same way by the others will be a good authentic leader creating a team cohesion.

Higher levels of authenticity are associated with high levels of group performance. In sports, “team cohesion ranks as a very important factor for enhancing team performance and feelings of satisfaction among members” (Cox, 1998, p. 296). Moreover, authenticity will anticipate the performance.

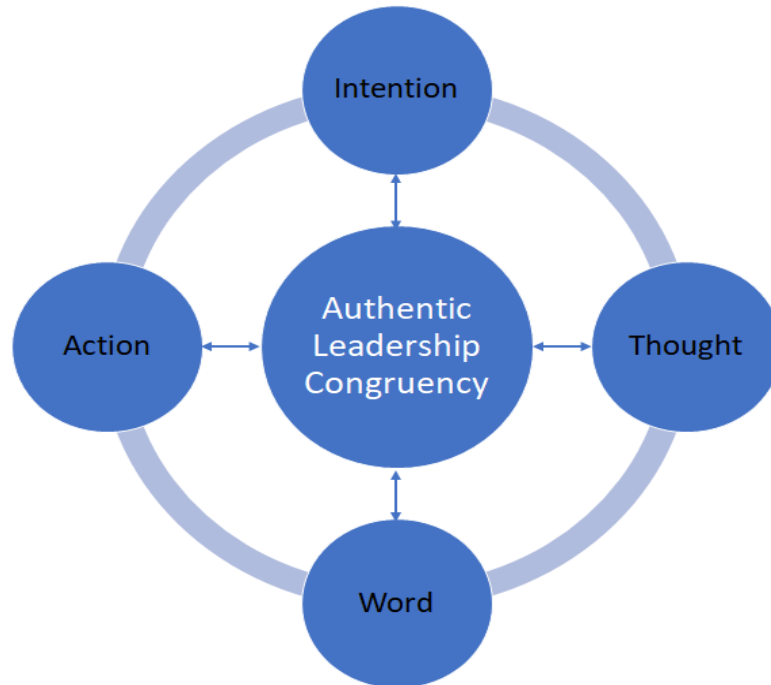


Figure 6. Authentic Leadership Congruency relation. (Luthans & Avolio, 2003)

Leadership theories are observed so lastly, we centre our concentration to Hofstede's cultural framework. Cultural differences will be in big role at this research and this chapter is a cornerstone for understanding the main objectives.

2.2.4 Impact of culture on leadership style

As mentioned before, motivation can be applied differently based on the ethnic background. Therefore, it is essential to discuss the aspects of cultural differences established by Hofstede.

Population in Finland has a huge variety of cultural backgrounds, which differentiate from one another. Besides motivational and leadership theories, we wanted to bring a cultural aspect in this research as well.

Saleem and Larimo (2015), showcase the six dimensions of Hofstede's cultural framework, which bring together the assumption, on how people with different cultural influences behave. The dimensions work in a way that every dimension is a line between two descriptions different from one another, and then cultures place themselves somewhere on the line.

Table 2. Hofstede's Cultural Differences dimensions explained. (Saleem, Larimo, 2015)

Hofstede's Cultural Differences	
Individualism / collectivism	Are the goals focused on the needs of individuals or organizations?
Uncertainty avoidance	How much society is afraid of falling to uncertainty? Low UA are comfortable on changing the way they work, as high UA stick with the known systems.
Power Distance	Does the society accept inequalities or does it demand justifications for unequal distributions of power in society?
Masculinity / femininity	Does the society view achievements and material rewards for success, or view nurture and cooperation more important?
Time orientation	Is the society looking for more long-term or short-term planning for the future?
Indulgence / restraint	Does the society allow people to enjoy and have fun in life, or does the society want to restraint people?

According to Saleem and Larimo (2015, 4) the first dimension is individualism / collectivism, which refers if the goals are more focused on the needs of individuals or organizations. The second dimension is uncertainty avoidance, which exhibits how much society is afraid of falling to uncertainty. The third dimension is power distance, which illustrates if the society accepts inequalities or demands justifications for unequal distributions of power in society. The fourth dimension is masculinity / femininity, which means if the society sees achievements and material rewards for success, or sees nurture and cooperation more important. The fifth dimension is time orientation, which demonstrates if the society is looking for more long-term or short-term planning for the future. The sixth dimension is indulgence / restraint, which refers if the society allows people to enjoy and have fun in life or wants to restraint people.

All the gathered theory has been used in accordance with the data we gathered via conducted interviews. In the following chapters the more precise information is available to

evaluate and make the relevant conclusions. In addition, the empirical data is evaluated based on the theoretical framework provided in the previous passages.

3 Empirical part

In the empirical part of the research we will review and discuss the findings that we got from the conducted interviews which gave us some valuable data that can be used in order to understand better how motivation and leadership works in practice.

Nowadays there is a tendency of teenagers dropping out from the sports or activities due to the number of reasons. Raising this issue we are trying to showcase the data which indicates that as well as the possible solutions to that.

While elaborating on this issue we came up with a multiple questions and topics that could assist in the thesis research. For example, what would be the better conditions for keeping the motivational levels high? How big is the role of the leader when it comes to the individuals' development and future perspectives? Those questions are raised on the daily basis, however they are almost never asked in real life.

We are also raising the question of the ideal leadership style which works for the benefit of the individuals as well as the team. Furthermore, the issue of the culture's role is another topic that has to be discussed in order to shape the whole picture. With the conducted research we gathered enough data to cover those questions.

3.1 Methodology

Before starting the research, there were several ways of approaching the data collection. For example, we had an option to conduct a survey as well as make face-to-face interviews. In regards to the chosen method, which was face-to-face interviews, there are several advantages which played an important role in choosing the research method.

It was decided that the face-to-face interviews would allow us to get deeper and more precise insights. The interviews were the qualitative method option and it suited our objective perfectly. In addition, with the help of the interviews we were able to gather an additional opinions and thoughts that came in very handy with our research. (Fossey et al., 2002)

It was essential to get the more personal connection with the interviewees in order to understand the situations they have been into and the issues they experienced in regards to our research problems. Quantitative approach would not allow us to analyse the data

more precisely since it is based more on the numerical data while we needed more the verbal data.

In order to analyse the interviews, we used several techniques that are commonly implemented during the qualitative research process. First step was to choose an approach for the analysis. The narrative approach was chosen since we had to compare the information that was shared between the participants. In addition, during the interviews we used memo writing in order to observe the reactions of the interviewees on different topics.

Even though we decided to choose the qualitative method in the face of the interviews, the results were also analysed with the help of the quantitative data. This mix of both methods in the analysis allowed us to get deeper personal insight in addition to the numerical data which enables us to see the tendencies better (Driscoll, 2007). The tendencies though are making the bigger picture more descriptive.

3.2 The interviews

The chosen method for the empirical research was conducting the interviews with the ex and current football players. All in all, we had 15 interviewees and the average age was around 20 years old. It was decided to go with this age group because they already got the experience of playing football on a quite high level as well as getting the insights on how the system works and what motivation and leadership is. This age is also a decisive age for the players' decision about whether they continue playing football on a serious level or not.

The goal of the interviews was to get as much information about the way motivation and leadership works for young players as possible. That is why we chose the qualitative method over quantitative. With qualitative interviews we were able to get the broader answers to the questions that had an interest for us. In addition, it allowed interviewees to talk freely about different issues that had a very useful insight for us. The interviews were semi-structured meaning that we had questions prepared and at the same time we were ready to make additional questions that gave us a more versatile set of data.

The questions consisted of some personal questions in order to get to know the person more, for example background which can be an important detail when it comes to the suit-

able leadership styles. Other questions were aimed at getting to know the aspects of players' motivation and what motivated them at the certain periods of life and how the motivation changed throughout the time.

Another section of the interview was dedicated to the leadership issues and participants could illustrate the ideal and not ideal leaders for them from their own experience which was a great way to build up on the leadership data for us. We also asked about their general opinion on what can make the sportsman motivated to become a professional.

The average time of the interview session was around 20 minutes. The time may have been varied due to the different set of personal questions asked depending on the respondent. The interviews were documented with the help of the voice recording equipment and were later analysed after being transcribed at first.

In general, the interviews went well and the interviewees were very open-minded and ready to share their thoughts and feelings. The personal approach was chosen since it was important to have a conversation without any barriers because the goal was to get information as accurate and genuine as possible.

With the help of the interviews we were also able to point out a few patterns that most of the participants were saying which made it easier for us to make it into data we can use.

One of the key goals of the research was to understand the way motivation works and changes throughout the different ages. The conducted interviews provided us with the data which helps us to explain the reasons behind the changing of motivation and the way it could be modified.

3.3 Findings about the motivation

As mentioned earlier, one part of our interviews was dedicated to the motivation, its effects, role and opinion of the interviewees about motivation in football particularly nowadays.

First of all, it was important for us to realize the way how the motivation can change through the persons' lives. Hence, we prepared questions which allowed us to obtain and compare information about interviewees' motivation in the younger age which is under 14

years old and more grown up age which is also dated to nowadays. We also linked the responses and gathered data to the motivational theories which were discussed in the theoretical part to make it clearer how the views change over the years.

Regarding the younger age, there was a common pattern that participants shared. Almost 70% of the respondents had a goal to succeed in their careers and get to the biggest possible level, it seems as a common phenomenon to be a big dreamer in the younger age. Therefore, the results are like this.

The motivation of those respondents is driven by the result and mastering of the skills in order to become the best. This is associated with the Achievement Goal theory combined with Harter's Theory. The minority of the participants were enjoying playing football because of the communication with the team mates and good atmosphere as well as just liking the game in general. They were generally motivated by getting pleasure and having fun. Hence, the minority was linked with Maslow Hierarchy of Needs and Self-Determination Theory. The illustrated information on this division can be seen in the figure down below.

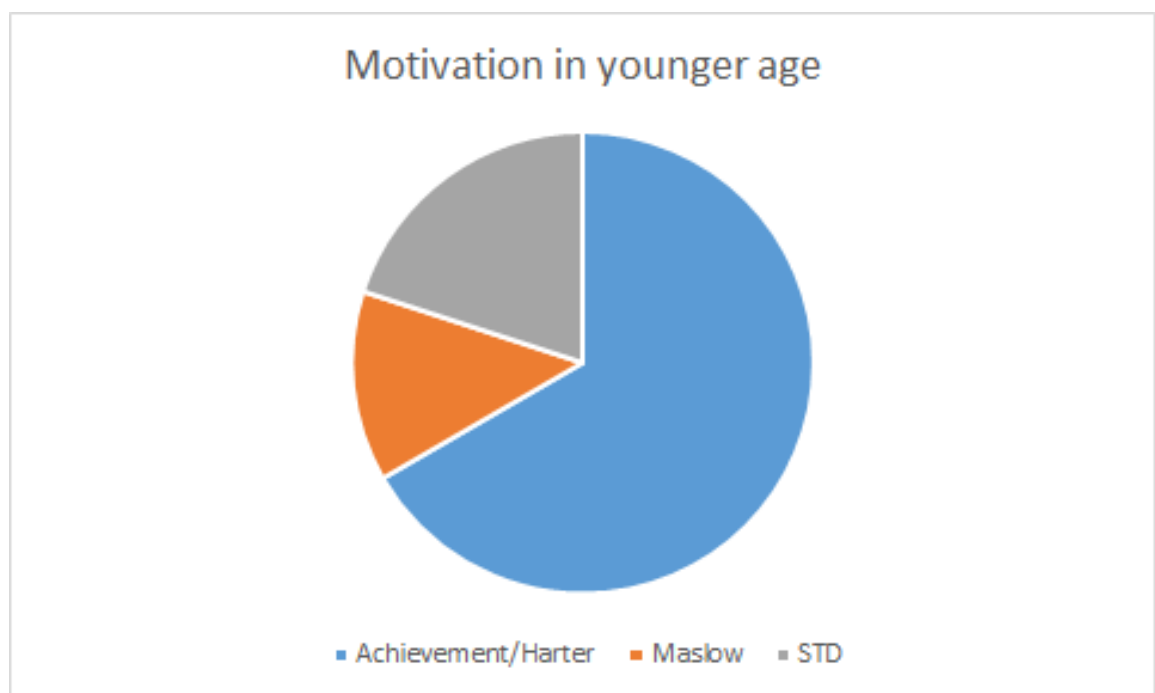


Figure 7. Representation of the interview data, regarding motivation in younger age.

However, in the grown-up age the motivation and the goals change completely. Players are no longer focused on achieving big goals and their dreams connected with sports and this loss of motivation can have several reasons which will be discussed later on.

The biggest tendency noticed was that most of the respondents started playing football more as a way of socializing and having fun from games other than going for a goal of becoming a better player or becoming a professional. In fact, only a bit less than 10% of participants were still pursuing their set goals.

In relation to the motivational theories, the 10% were still seen as having the Achievement Goal / Harter theory motivation. Whereas other respondents were split into halves by Maslow and Self-Determination theory. The reason for that is that about half of the interviewees were still playing as a way of spending their time with a good company as well as getting pleasure from this activity. Another half of the participants were still playing football to self-realize themselves even though it was not meant to be the thing of their lives. The way the groups of respondents were split can be seen in the figure down below.

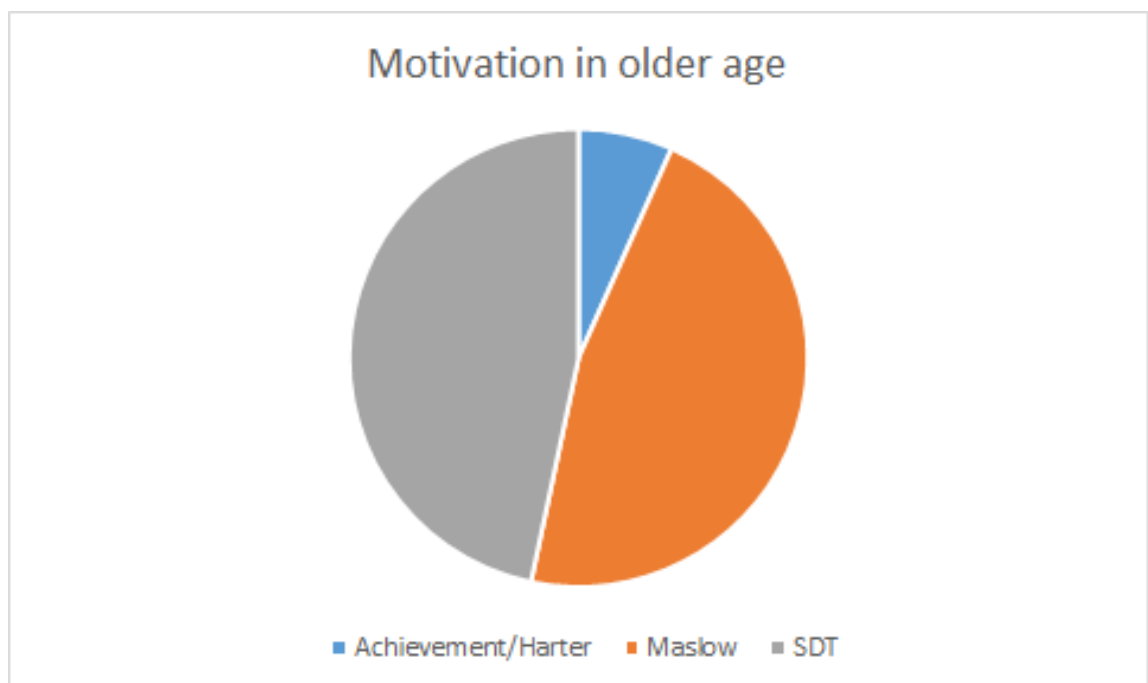


Figure 8. The visualized data, regarding the motivation in older age.

It is also important to clear out that the majority of the participants who are still playing football on a certain level are planning to do something else in their lives. In addition, since some of the interviewees gave up their football careers it was interesting to know what they would need in order to continue them.

In fact, the most common response was making something out of that, for example, the money. The biggest issue for the football players in Finland is not being able to earn for the living by playing football since the general football level in the country is quite low.

Furthermore, the importance of cultural aspect is also important. It includes the common stereotype that it is essential to get the education and then get a normal job afterwards.

As a result of players leaving the sports at the early stage the country does not get that many experienced coaches, consequently the whole country is suffering from not having enough qualified players and coaching staff. The more precise breakdown can be seen in the figure below.

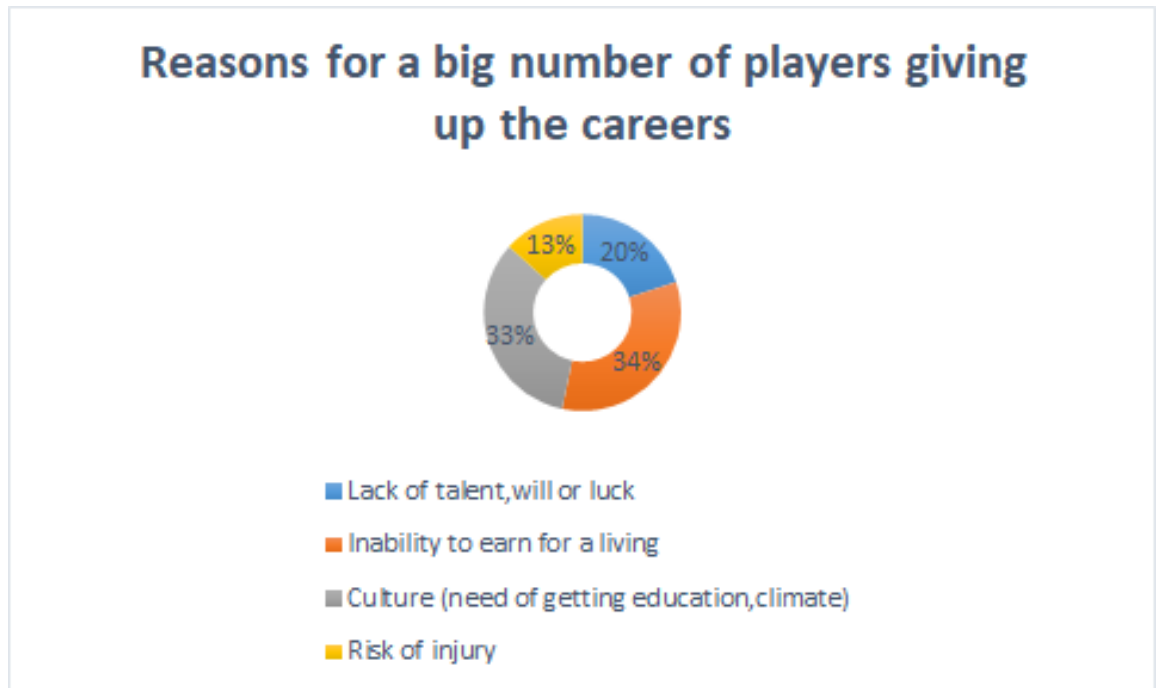


Figure 9. The data in percentage concerning the reasons for giving up the careers.

From the data we analysed we came to the conclusion that motivation can be easily influenced by so many outside factors. In addition, there are several motivation types which can change dramatically through the lives of the sportsmen. Each of the motivation types has its own goals and behaviours, therefore it is important to keep the motivation of those with big goals on the same level so that they have a possibility to achieve desired results in the adult careers even though it might not be possible due to the certain circumstances. For example, depending on a country there might occur additional factors which may influence the motivation of the sportsmen. However, cultural differences will be discussed more thoroughly later on in our report.

As it has already been discussed, motivation is a phenomenon which drives individuals towards achieving new heights. However, leadership is the aspect which guides the motivation in the needed direction. That is why it is crucial that both leadership and motivation are combined in the correct way.

3.4 Discovering the leadership data

Focusing now on the questions we formed from the aspects of our chosen leadership theories.

In the part where we talked about the beginning of these careers and focusing more on the younger ages, we had the question number 1 for this. Talking about on whose initiative was it to start the football career, it can showcase if for example parents make the initiative, then they are implementing a leaders' role within this persons' career. We wanted to know this, because the start of the athletes' journey has a long-lasting effect. It is common to think that Finnish kids begin their hobbies, depending on what their father has played or done at that age. Fathers' who have played ice-hockey or football themselves, tend to show their kids as a first sport, ice-hockey or football.

This was the idea we had for this question and the answers provided us much information. Our 11 interviewees with Finnish cultural background, eight answered that someone else than themselves, had made the initiative for them to start playing football. That is a significant number, since all of our participants with Kurdish and Saudi-Arabian cultures, answered that the initiative to begin came from themselves. In the figure (figure 10.) below, we want to make visible on what the percentages were with interviewees, regarding the initiatives on different cultural backgrounds.

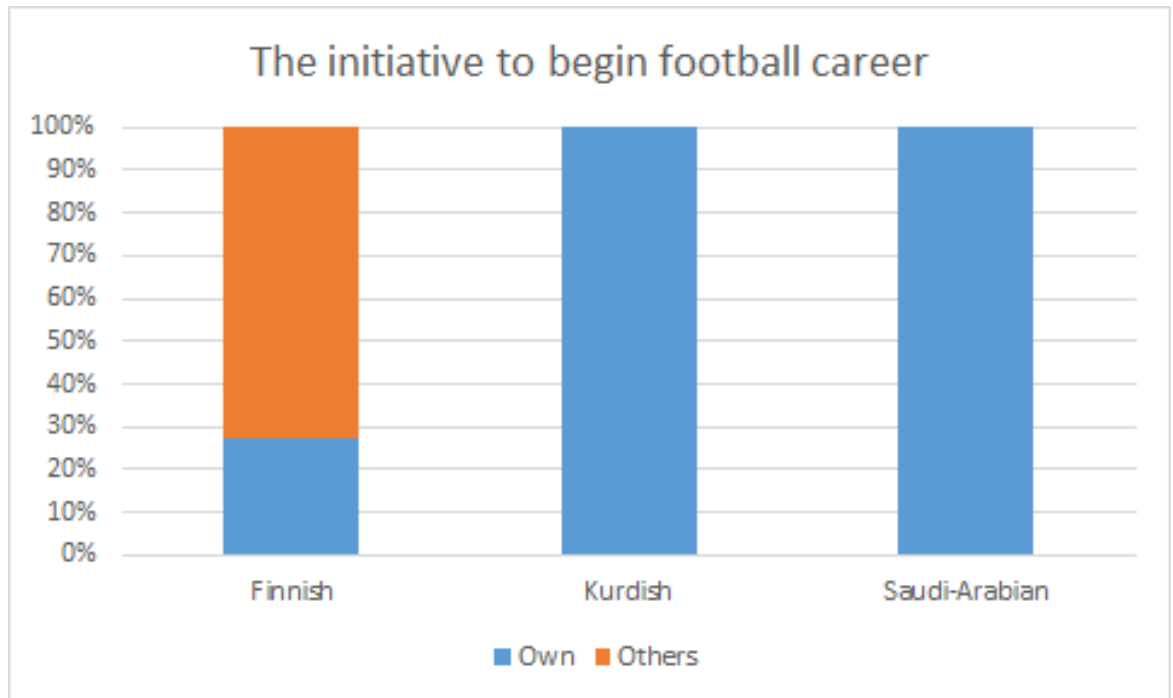


Figure 10. The percentages showcasing the initiators of all participants' cultures.

This is a significant highlight that in the Finnish culture, parents tend to push their kids into the field of hobbies, and at a rather young age. The age when our Kurdish and Saudi-Arabian cultural participants began their football career, was 5-7 years-old, for Finnish that number went as low as 3 years-old.

In our interviews we had a group of questions, focusing on the leadership theories we chose. First question of that group was asking our participants to tell why a certain coach has been their favourite one. The answers varied very much on what key elements their favourite coach has had, as some of our interviewees appreciate a social coach as some others appreciate a coach to be more distant from the players.

First similarity which is in nearly every interview is the fact that our interviewees' favourite coach tends to have been the one in their career with the best knowledge. The level of knowledge within Finland's football coaches' scheme has often been taken to consideration, on how much more focus should be provided for educating them. Therefore, this factor was not the most surprising one for us, because the trait man leadership theory also has occupation-relevant knowledge, as one of its key elements, and authentic leadership with transformational leadership, both to master you need to have a high level of knowledge on your field.

The other side of having high level of knowledge, in this case in the field of football, it may variate between coaches on who has good or not good skills and charisma to showcase

their knowledge to the players. A coach with purposely using transformational leadership theory as his or her base, has to have charisma to have trusted and respected interaction with the players, and therefore have an advantage compared to other coaches' skills for providing the information.

Interesting diversity occurred when we asked from the interviewees' the fact that how much they want their coach to also be their friend, or if they wanted a strict coach who keeps distance to the players. From our 15 interviews five gave an answer that the coach should socialise with the players also off the field, and be a friend or a close grown-up who they can approach whenever needed. Arguments were that a great coach is also interested in players, especially at young age, to grow the players successfully also to being a good person, to also teach about life not just the sport. In the figure (figure 11.) below, we have created a pie chart to showcase the amounts of various answers, regarding coach's role, on to be as a friend or not to players.

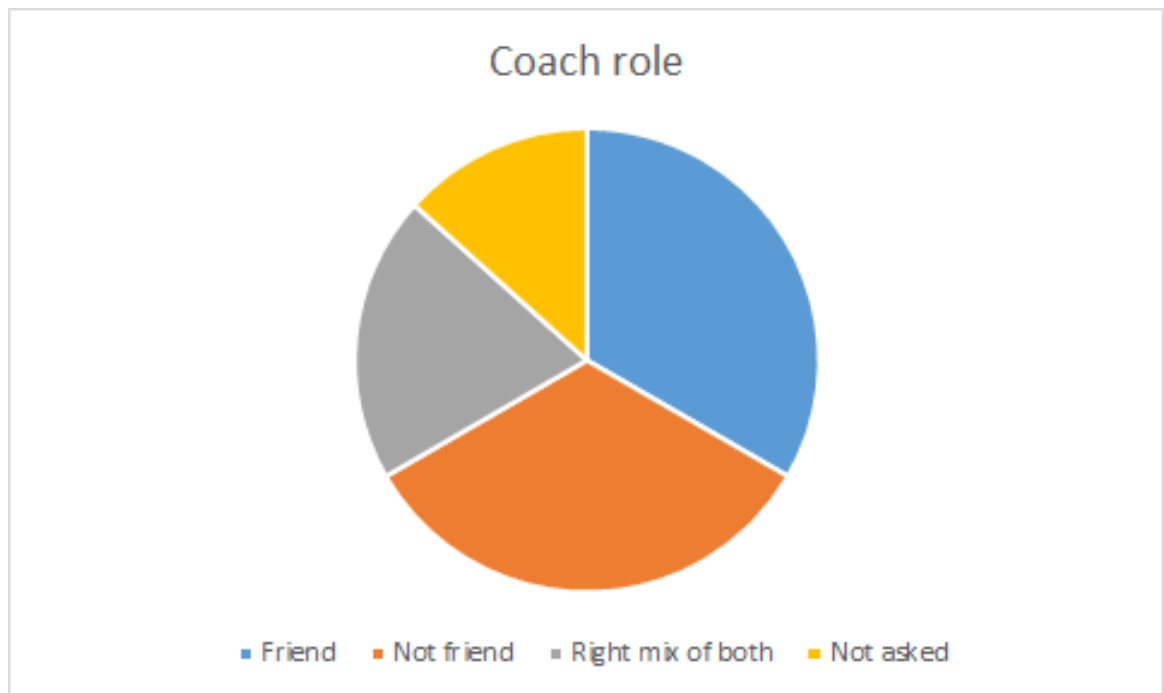


Figure 11. The data gathered regarding coach's role, on friendly status.

Answers for the not friendly option, meaning the coach should keep some distance and be a big boss in the team, were also five. The reasoning for these were that the coach should be held in a distance for keeping the work ethic of the team at a highest possible level. Players might loosen up in wrong situations like on the field and in games. Keeping the discipline intact and the attitude when coming to practises for example should be always forward, that when you are in practise you always give everything.

From two interviewees the question was not asked, but three answered that there should be a right mixture of both in a coach. These three wanted the coach to be approachable and friendly, for example coming to the locker-room after practise to throw some jokes, to have that deeper connection with the players and giving the impression that you want to learn to know your players characters. They still wanted there to be some situations where the coach is separated from the players and the roles were set clear, like example when in a game, the coach is not loosened at all but totally strict and demanding.

In the interviews we also wanted to find out, if a certain family member has been involved in our participants' career significantly, or even taken some leadership role. The question was formulated "Have your parents been involved in your development, or other family members?" This question gave us very interesting answers regarding some sort of traditions and customs, which we already had anticipated that these patterns might occur, because of stereotypes. In the figure (figure 12.) below, we have made visible the dividends between, how many interviewees had their father in a great role through their careers and how many had all their family member equally much supporting them, from the back-ground.

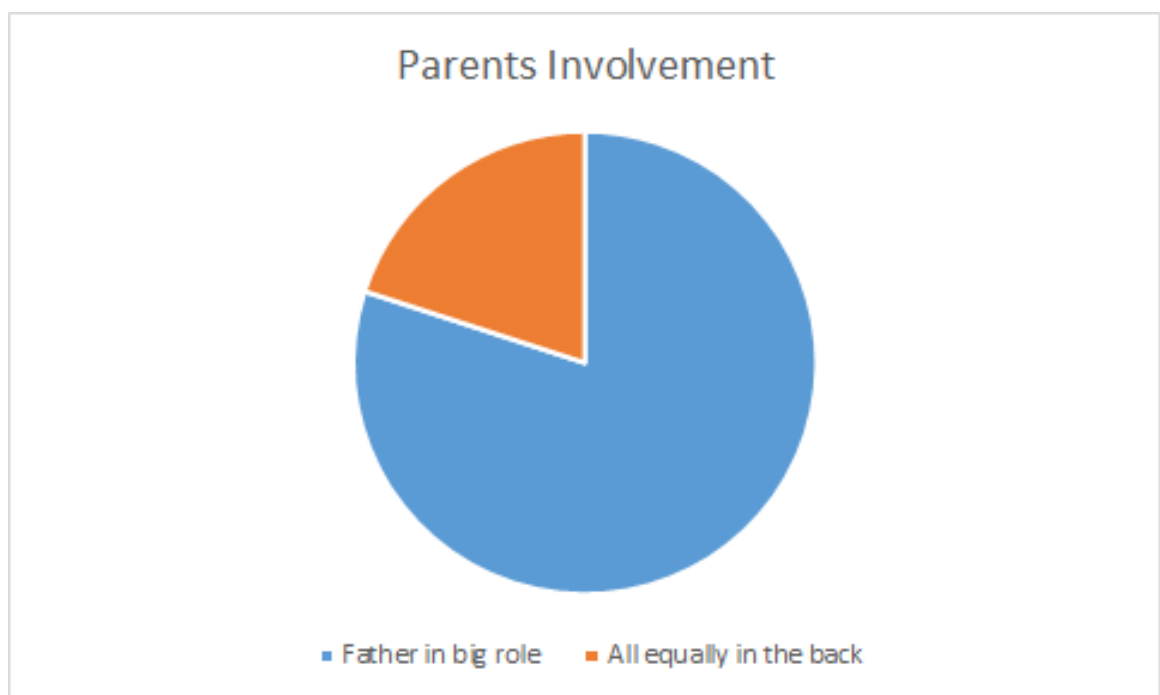


Figure 12. Overview of parents' involvement.

Every one of our interviewees answered that their family had been involved in their development and that they had got support from their parents. The dispersion within the answers came from follow up questions that twelve persons out of 15 noted that their father had been specifically the one who has been part of their development even. Those twelve

participants stated that their father had been there since the beginning, driving them to practises, been involved in some team activities, been watching the games, been making drills with them on free-time, etc. It is therefore common that fathers want to take a role in their sons' career, some even a leader's role, which is then most likely the type of leadership as Trait theory, because this role is obtained only by the fact that the follower has been born to a sons' role. In a situation where the father has knowledge in a sphere the leadership theory can be seen within the frames of authentic leadership theory.

Three interviewees out of 15 answered that their parents have equally been involved and that they have been supporting more in the back, from some distance. Quoted from one interviewee, "More been just supporting in the back and letting me to do my own thing". This type of activity from the parents, where the son is given room to take the lead of his own career already in the early days, seems as a predetermined act of giving the leaders position in the young persons' career, to themselves.

Big question regarding our leadership aspects from the interviews was asking the best and the worst traits for a leader, from our interviewees. Some participants clearly focused on describing the best possible coach, while others noted that they could give traits for a leader within the team members. The answers on this question were definitely the most varied and none of our participants answered exactly similar as someone else.

Nevertheless, when overviewing the answers, we can still see certain good and bad traits for a leader, that multiple person said, but not with the exact same words. Therefore, with reading slightly between the lines in some cases, we can manage to see the bigger patterns regarding these conversations of traits.

Communication was mentioned in ten interviews as a positive factor for a leader, some using description such as giving feedback or being a good listener or a coach being able to talk to players clearly. The lack of skills in communication can be determined negative from those comments, but also from the direct mentions from interviewees' such as, "quiet in the locker room" and for a coach, "don't talk to players" and "when you don't explain". Communication skills are therefore clearly a big factor for our participants in the traits for a leader. Hence the transformational leadership style is very much relevant within the field of sports.

Second factor seen in nearly every interview is knowledge level, mainly in the meaning for a coach. Coach as a leader, should have a good knowledge on football as a game and

practices as what aspects they are supposed to develop in players. Knowing the profession, was mentioned in multiple conversations as was not knowing what to do.

These comments clearly tell that the coach should have high IQ on football and with good communication skills coach could share his or her insights on the specific practices or in game actions. Coach who is not serious with the sport, rather just taking his status as a hobby, was also mentioned in multiple interviews as a really bad attribute, and this shouts also to the side of knowledge level. Interviewees gave the impression that when the players are seriously putting their input in their development and are willing to anything for the possibility of being a professional one day, they would expect their coach to have that same desire for individual development to increase their knowledge level.

Third factor that clearly popped up was how strict the coach as a leader should be. Nearly all participants had an opinion on what type of strictness they wanted from the coach. Coach should be strict but not too strict, was the most common idea, but where that balance located had multiple various answers. Three interviewees stated that the coach should clearly be a big boss in the team, that there wouldn't be any fooling around at any point of training sessions or games. Three interviewees stated the opposite by saying that, the coach should be in the locker room with the players after training sessions and after games, to throw some jokes and, "be inside the players circles". Therefore, strictness is a factor for a coach that both ends of the line can work, but it should be remembered that there are so many personalities within the players and as many opinions that where that perfect balance is.

Summarising the most referred leadership theories, through the findings of our conducted interviews, transformational and transactional leadership methods are most suitable. The biggest group of interviewees' wanted personalised leadership and coaches to be communicative towards players.



Figure 13. Visualized data on how suitable the leadership theories would be.

Having an overlook on the data gathered from our conducted research, the transformational and transactional leadership theories would suit the most in Finland's football organizations. This outcome was determined by the facts in the gathered data, that our interviewees' valued individualized coaching to the highest pedestal of all. As transformational leadership theory states, that through the stages of the theory, performance beyond expectations can be reached, and this was also believed by our participants. Our participants in the conducted interviews in our empirical research, high levels of charisma and inspiration, were wanted elements for coaches and people in leading roles of football organizations in Finland, and therefore the transformational and transactional leadership theories were seen as the most suitable approaches in developing youth footballers in Finland.

Trait theory as well as authentic leadership theory were left with much less acknowledgment to have great effects in developing individuals in Finnish football scheme. These theories provided great insights and huge depth in knowledge to create an overview of the states in developing athletes in Finland, but our interviewees did not value the key elements from these theories as high as they did transformational and transactional leadership theories.

We saw needs in certain interviews that there is a need to have some type of attributes of authenticity to be a leader, but not high amount. Same answer could be said for having a leader with that status through natural characteristics of a leader's role, but having a

coach with those specific attributes did not match up, as the most wanted type for a leader.

Despite all the importance of the leadership strategies, it cannot stand independently from the cultural differences. Every single individual comes from his or her own background, meaning differences in the characters, values and views on life. Hence, it is crucial to find the connection between all those components including cultural differences, motivators and leadership strategies.

3.5 The role of cultural backgrounds

In this thesis we saw a great deal in the cultural backgrounds of our participants. Therefore, we included Hofstede's cultural differences to this research and now we will look into the outcomes from this perspective.

In the beginning of every interview, we asked a series of questions regarding the backgrounds of our participants. First one was nationality, which 12 were Finnish, two were Kurdish and one was Saudi Arabian. Next, we wanted to know where our interviewees had grown up, so what culture has surrounded them in their near areas. In the third question we wanted to know a bit of history in the sense of what culture their parents come from. These three questions gave us many perspectives on where and in which circumstances our participants have had their football careers started. As Kurds do not have their own nation, we shall refer them as part of Iran in this situation.

Reflecting to the works of Ferwerda and Schedl (2018) and Azhar, Edgar and Duncan (2016, 4) we created table of Hofstede's cultural differences for Finland, Iran and Saudi Arabia. We will now discuss the results of our interviews, regarding the Hofstede's cultural differences scores, of these countries.

Table 3. Hofstede's cultural differences regarding Finland, Iran and Saudi Arabia. (Ferwerda, Schedl, 2018. Azhar, Edgar, Duncan, 2016.)

	Individualism / collectivism	Uncertainty avoidance	Power distance	Masculinity / femininity	Time orientation	Indulgence / restraint
Finland	63	59	33	26	38	57
Iran	41	59	58	43	14	40
Saudi Arabia	25	80	95	60	36	52

Our participants with Finnish nationality and Finnish parental heritage were the biggest group and gave the widest spectre of answers. Finland scores the highest and Saudi Arabia the lowest in individualism dimension, but in our interviews, we saw no specific pattern of this, since the answers throughout our group varied so much. Participants from all cultures gave answers that would signal high score in this dimension, as well as answers for low scores. In the attempt to achieve a professional level in sports, our interviewees highlighted the need for persons own inner desire to achieve that level, as well as society's support in this matter.

All our participants come from cultures where Hofstede's cultural differences, point out to have high scores in uncertainty avoidance category. This can be seen as a fact, as nearly every interviewee gave a similar answer to our questions regarding the reasons why youth in Finland don't put all their efforts in chasing a career in sports. These answers included that youths here in Finland want to avoid being in a situation where you realize you have no career and also you are not in any higher education. Our interviewees said in multiple occasions that youth here want to avoid the uncertain situation, because the sports career can end in-a-day for example because of injury. All these cultures want to always have that backdoor, or second option available and thought through.

Low score in power distance was visible as this group of Finns wanted to have an open relationship with their coach, by meaning they wanted to have their communication direct. The answers varied in the sense that some requested the coach to be distant and therefore the communication would not be so participative for both sides, but still it to be direct and clear. Our interviewees with cultural backgrounds from Kurds or Saudi Arabia gave answers that would make you think they come from countries that score low on power distance, although Iran and Saudi Arabia score much higher than Finland. We think this is

because we only had a few participants from these cultures in our interviews, and because they have all lived many years already in Finland, so they have had daily interactions with Finnish culture.

Finland and Iran score significantly low on masculinity / femininity dimension and our interviewees from these cultural backgrounds gave answers that follow this line. Our participants tended to care more on achieving a good quality of life, than succeeding as a winner in their field of sports. These participants saw a career in sports more as an option towards a good life, than an activity where they could outshine others, with their level of performance. Saudi Arabia score highest of the group in this dimension, but 60 is still seen as relatively feminine score, and our interviewees would seem to have this score lower. Our participants with relations to Saudi Arabia had a football as a hobby and as an option for making a living and have chosen other paths such as studies.

Countries in our comparison all score low on time orientation, meaning they are short-term oriented. Finland and Saudi Arabia have nearly equal scores with 38 and 36, as Iran scores even lower with 14 in this dimension. Cultures with low scores in this dimension would seek quick results and are normative in their thinking. Our participants from all cultural backgrounds did not seem to be similar with this definition, with many interviewees even prepared to describe their lives five to ten years forward. On the other hand, none of our participants have made a living out of professional level football, and most of them can be categorized in their motivational aspects to achievement goal theory or Harter's competence motivation theory. These theories portray our participants motivating themselves by gaining results and linking these facts to the low scores on time orientation, it seems to be correct that our interviewees would have needed results in much shorter-term than they had, to achieve that professional level.

Last dimension in Hofstede's cultural differences is indulgence / restraint where Finland and Saudi Arabia again have nearly the same score and Iran scores a bit lower. Scores of Finland and Saudi Arabia indicate that their cultures are almost right down the middle, but slightly in the indulgent side. Through our interviews we would tend to think that youth in these societies would score even higher, since the answers indicated that they need quality leisure time to balance the intense work. Our Kurdish interviewees did give the same impression, although the score for Iran in this dimension would be in more of the restraint side.

Hofstede's cultural differences were a great tool for us to use, in the sense of observing the varied answers from our participants. The data we gained by studying these factors

listed in Hofstede's theories, gave us new perspectives to view the answers we would be receiving in the interviews, and that way providing us with tools for achieving deeper conversations with the interviewees.

The results of our interviews, when reflected to Hofstede's cultural differences, showcased slight patterns and more or less similar answers, from the representatives of the same cultural backgrounds. The fact that where an athlete is born and raised, makes a difference on his or her behaviour towards how much they are willing to sacrifice on behalf of pursuing that professional level. These facts should be recognized in the organizations, which are active in the developing process of the youngsters, eyeing the professionalism for their future.

The empirical part as a whole provided us deep knowledge on the state of minds of youth and grown men in Finland, with many different backgrounds. The qualitative interviews were organized successfully and interviewees gave positive feedback on the negotiations. We gained experience on hosting interviews and improved our conversation skills thoroughly, by working with many different personalities of our interviewees.

4 Conclusion

In this part of our research we will discuss the outcomes and results, as well as giving the recommendations for the commissioner, which could possibly help with the development of the youth football in their organization.

4.1 Discussion

From the conducted research there was plenty of useful insights regarding motivational levels, as well as leadership approaches and influence of cultural difference, which will be discussed later on this chapter.

To begin with, we found extremely impressive differences in motivation of Finnish young sportsmen, throughout their lives. It was confirmed that the older the person got, the less motivation to achieve greater results, he or she had. Our participants gave multiple examples in the interviews on how their motivational levels dropped through their careers. It was also clear that the big role in the motivation changes was played by the cultural aspects, since Finnish culture persuades to achieve prosperity by studying and having steady income, rather risk with the health and time in order to succeed as an athlete. We believe that this issue can be solved in a certain way. For example, in order to raise the motivational levels of younger generation there should be more competitions organized on a higher level, which will allow to discover new talents and not them give up the careers in sports. If doing so, not only the younger talents could benefit from that, but also the whole country will benefit from the top-class sportsmen representing in the worldwide competitions.

Regarding the leadership aspects revealed in the empirical study we organized, there should be discussions about how much children should be directed to specific sports. Our interviewees with Finnish cultural background gave answers, which can be viewed as a proof for the assumption that Finnish parents push youngsters too much to a specific sport, and do not give the leaders role to the young athletes themselves. Parents have a great role in the development of a child, since they make it possible for the person to have a hobby and participate in the sport, and this role should be used differently in Finland to gain results in athlete careers.

In terms of the leadership methods coaches in Finland vary from being like a father to a very distant and not appealing coaches. It was revealed in the empirical study, that as many different coaches there are, as many different players personalities exist. It was concluded that it is essential that for the better communication and understanding the coach finds a personal approach and acts not only in a strict and knowledgeable way but also in a supportive and understanding way. In regards to the motivation, the better leadership style leads to the higher motivation of the athlete, and more likely is the sportsman to strive for the greater results and goals.

Cultural differences were another issue to discuss in our conducted research. The country as well as the traditions of the country place a big role in the athlete development and motivation. Furthermore, there are variations in the behaviour with the athletes coming from the different backgrounds. For instance, people coming from Middle-Eastern cultures are more likely to outperform their fellow European descendants, due to less opportunities and more motivation to succeed in the field of sport, since this can be their only asset. In terms of coaching, there should be considered various coaching approaches to different cultural groups.

It is also acknowledged that it is crucial to invest more in to the coaching system in Finland, in order to bring up the generation of high qualified specialists. This will alleviate the restructure of the Finnish coaching methods in general, and hopefully it will allow growing potentially perspective footballers.

4.2 Learning reflections

This work was a great way to develop our research methods as well as master the writing skills and expressing the findings in the right and appropriate way. Here are some pin-points of our learning reflections.

To begin with, while working with the theoretical materials we discovered more ways of gathering information from the academic sources since before this work we did not have much experience in working with the academic materials. It was also not an easy work to sort the sources and take only the most relevant and meaningful sources to us.

In addition, the stage of conducting the interviews was very useful in terms of learning and practicing the listening skills. Being a good listener is essential and during the interview process we had a great chance to mark the most relevant and useful information for us. At

the same time, we learnt how to ask the right counter questions which were aimed at getting deeper insights.

Regarding the learning outcomes for the chosen topic we had not expected to find out so much more valuable information from the different angles as we did in the end. The theoretical aspect of motivation and leadership was especially new for us as we had never seen it as the key element behind those phenomena.

In the end, it was a very useful and effective experience for us in terms of learning and implementing the research skills in practice. It is clear that the methods used in this work can be used in any kind of similar activity. Furthermore, after completing this research we are feeling more confident with the motivation and leadership, knowing the aspects that are not publicly displayed and discussed. Probably in the future the knowledge we gained can be used for our own benefits.

4.3 Recommendations for the commissioner

This thesis was commissioned by FC Futura, a high-quality football organization in Finland, located at the city of Porvoo. The research conducted in this thesis was aimed towards sports in general, but as much as possible, pointed with direct factors regarding the field of football. After considering and thorough investigation in to the gathered data, we will provide FC Futura with the following recommendations and suggestions.

First of all, in their future actions and operations FC Futura should consider the fact, that the personal approach in trainings is essential nowadays, since young players' minds can be influenced by variety of outside factors. In order to make the players perform at their best, it is needed to make sure that everybody shares the same motivation and the same willingness, so that the team shows great results as a unit. In addition to that, the personal approach should contribute to the personal development of each player, and every player should be treated in his or her own unique way. The development of the individual leads to the development of the team as well as the development of the structure and development the whole country's perception of sports.

Since it is known that FC Futura consists of several nationalities and cultural backgrounds, it is also necessary to consider the intercultural approach to the players. Meaning that the representative of one culture should be treated in a different way, opposing to

the representative of another culture. Otherwise, the misunderstandings and not sufficient amount of output will occur.

References

Judith M. Harackiewicz, Kenneth E. Barron, Paul R. Pintrich, Andrew J. Elliot and Todd M. Trash. 2002. Revision of Achievement Goal Theory: Necessary and Illuminating. URL: https://www.researchgate.net/profile/Kenneth_Barron2/publication/296636556_Revision_of_achievement_goal_theory_Necessary_and_illuminating/links/56e1637908aec09a8bbec7c7.pdf. Accessed: October 15, 2017.

Nikos Ntoumanis. 2001. Empirical Links Between Achievement Goal Theory & Self-Determination Theory in Sport. URL: https://www.researchgate.net/publication/11927839_Empirical_links_between_achievement_goal_theory_and_self-determination_theory_in_sport. Accessed: October 21, 2017.

Kathryn R. Wentzel, David B. Miele. 2009. Handbook of Motivation at School. URL: https://books.google.fi/books?hl=en&lr=&id=P5GOAgAAQBAJ&oi=fnd&pg=PA77&dq=achievement+goal+theory&ots=S-UfgZGs55&sig=59GAqhGhwUvCDIZDxzAUvMMGlal&redir_esc=y#v=onepage&q=achievement%20goal%20theory&f=false. Accessed: October 23, 2017.

John G. Nicholls. 1984. Achievement Motivation: Conceptions of Ability, Subjective Experience, Task Choice, and Performance. URL: <http://gribouts.free.fr/psycho/menace%20du%20st%E9r%E9o/nicholls%20-%20malleable.pdf>. Accessed: October 15, 2017.

Andrew J. Elliot. 1999. Approach and Avoidance Motivation and Achievement Goals. URL: http://www.communicationcache.com/uploads/1/0/8/8/10887248/approach_and_avoidance_motivation_and_achievement_goals.pdf. Accessed: October 25, 2017.

Klint, Kimberley A. Weiss, Maureen R. 1987. Perceived Competence and Motives for Participating in Youth Sports: A Test of Harter's Competence Motivation Theory. Accessed September 28, 2017.

Brustad, Robert J. 1988. Affective Outcomes in Competitive Youth Sport: The Influence of Intrapersonal and Socialization Factors. Accessed November 13, 2017.

Ryan, R. M., & Deci, E. L. 2000. Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. URL: <http://ezproxy.haaga-he-lia.fi:2058/ehost/pdfviewer/pdfviewer?vid=1&sid=ff33bcd4-7127-44c9-b4d4-80b06997f5b1%40sessionmgr102>. Accessed: November 10, 2017.

Edward L. Deci, Robert J. Vallerand, Lug G. Pelletier, Richard M. Ryan. 1991. Motivation and Education: The Self-Determination Perspective. URL: https://s3.amazonaws.com/academia.edu.documents/44801594/Motivation_and_Education_The_Self-Determ20160416-31965-fzl0or.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1517830893&Signature=EbxhLJzQXoeFzO0N%2FXmeHjpnj1E%3D&response-content-disposition=inline%3B%20filename%3DMotivation_and_Education_The_Self-Derm.pdf. Accessed: November 11, 2017.

Florrie Fei-Yin Ng, Gwen A. Kennedy-Benson, and Eva M. Pomerantz. 2004. Children's Achievement Moderates the Effects of Mothers' Use of Control and Autonomy Support. URL: https://www.uvi.edu/files/documents/College_of_Liberal_Arts_and_Social_Sciences/social_sciences/OSDCD/National_Self_Determination_Richard_Ryan_and_Edward_Deci.pdf. Accessed: November 13, 2017.

Jonas, Jabulani. 2016. Making practical use of Maslow's Hierarchy of Needs theory to motivate employees. Accessed October 12, 2017.

Hagerty, Michael R. 1999. Testing Maslow's Hierarchy of Needs: National Quality-of-Life Across Time. Accessed October 10, 2017.

Santos Ferreira, Teresa. 2017. Motivational factors in sales team management and their influence on individual performance. Accessed November 21, 2017.

Yammarino, Francis J. Dubinsky, Alan J. 1994. Transformational leadership theory: Using levels of analysis to determine boundary conditions. Accessed October 17, 2017.

Judge, Timothy A. Piccolo, Ronald F. 2004. Transformational and Transactional Leadership: A Meta-Analytic Test of Their Relative Validity. Accessed September 25, 2017.

Price, Melissa S. Weiss, Maureen R. 2013. Relationships among Coach Leadership, Peer Leadership and Adolescent Athletes' Psychosocial and Team Outcomes: A Test of Transformational Leadership Theory. Accessed September 30, 2017.

Carlyle, T. 1888. On Heroes, Hero-Worship and the Heroic in History. Accessed: November 21, 2017.

Fred Walumbwa, Bruce Avolio, William Gardner, Tara Wernsing, Suzanne Peterson. 2008. Authentic Leadership: Development and Validation of a Theory-Based Measure. URL: <https://digitalcommons.unl.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1021&context=managementfacpub>. Accessed: November 27, 2017.

Greg Houchin. 2011. Authentic Leadership in Sports Teams. URL: <https://scholar.utc.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1025&context=theses>. Accessed: November 30, 2017.

Saleem, Salman. Larimo, Jorma. 2015. Hofstede cultural framework and advertising research: An assessment of the literature. Accessed October 25, 2017.

Ferwerda, Bruce. Schedl, Markus. 2018. Investigating the Relationship Between Diversity in Music Consumption Behavior and Cultural Dimensions: A Cross-Country Analysis. Accessed December 22, 2017.

Ellie Fossey, Carol Harvey, Fiona McDermott, Larry Davidson, 2002. Understanding and Evaluating Qualitative Research. URL: <https://onlinelibrary.wiley.com/doi/full/10.1046/j.1440-1614.2002.01100.x>. Accessed: March 11, 2018.

David L Driscoll, Afuah Appiah-Yeboah, Philip Salib, Douglas J. Rupert. 2007. Merging Qualitative and Quantitative Data in Mixed Methods Research: How To and Why Not. URL: <https://digitalcommons.unl.edu/cgi/viewcontent.cgi?referer=https://scholar.google.fi/&httpsredir=1&article=1012&context=icwdmeea>. Accessed: March 12, 2018.

Swarts, Christoffer M. J. 2014. Adapting to Finland through professional football. Accessed: January 11, 2018.

Appendices

Appendix 1. Interview template

Background

1. What is your nationality?
2. Where have you grown up?
3. What culture your parents come from?
4. What are your main values in life?

Youth career

1. When did you start playing? How did you start playing football? Whose initiative was that?
2. How did you feel about playing when you were young? What were your dreams/goals/desires?
3. Where have you played?
4. How motivated were you in the beginning? What were the motivators?

▲ Grown-up career

1. Are you still playing? If yes, on what level? If not, why did you give it up?
2. Did your views on playing football change compared to younger age?
3. If you are still playing what is your motivation? If not, what motivator you would need to play?
4. Do you see yourself playing in five/ten years from now? If yes, then on what level?
5. What paths you feel are possible for you, instead of career in sports?
6. If you are still playing, how much time/effort do you invest?
7. Why do you think many sportsmen give up the sport career for ordinary careers?

Leaders

1. Who has been your favourite coach and why?
2. Have your parents been involved in your development, or other family members?
3. Give us the traits of the best and the worst leader. (5)
4. How big is the influence that the coach has on the player? Can he affect the long-term decisions of the athlete?

Appendix 2. Immigrant's different roles

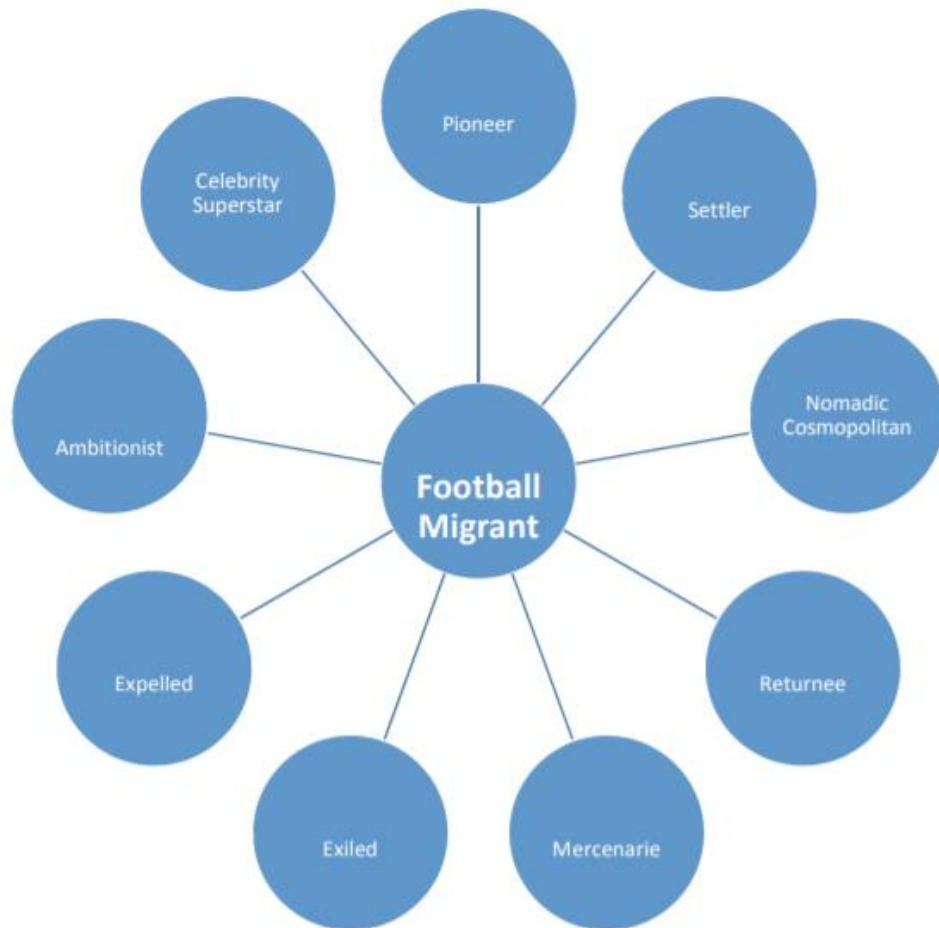


Figure 2 Typology of football labor migration.